



WILLIAM WOODS
UNIVERSITY

Equine Media Annual Assessment 2023-2024

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Annual Assessment 2023-2024

Equine Media

Program Profile

Program Mission Statement

Please insert your program mission statement here

The School of Equestrian Studies is committed to the welfare of the horse, the diversity of the industry, and assisting our students in finding their voice in the equestrian community.

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

Students Majors 2023-2024

Student Majors 2022-2023

Student Minors 2023-2024

Student Minors 2022-2023

7

4

Concentrations 2023-2024

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

Minor

Concentrations 2022-2023

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

Minor

Student Demographics

What are the program goals for student retention, persistence, and degree completion? What do the persistence numbers mean to the faculty in the program? Are the persistence numbers what the program expected? If not, how could the numbers improve?

The Equine Media minor brings a much needed option for students. The minor creates a pathway for equestrian students to receive a concentrated curriculum in media that will give them an edge when applying for more traditional Equestrian Science (professional teacher, trainer and rider) and Equine Administration positions (barn or farm manager). This is the second year that the Equine Media minor has been offered. There was a 75% increase in students enrolled from 4 in 2022 to 7 in 2023.

Optimal Enrollment

Considering current human and physical resources, what is the optimal enrollment for the program?

45

Is the Program Externally Accredited

Yes

No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

The School of Equestrian Studies participated in a site visit for accreditation through the Certified Horsemanship Association (CHA) in April of this year. While this is not an academic accreditation, it does accredit Equestrian programs based on standards for equine, facility, and program management. We met 100% of the mandatory standards and 98% of the recommended ones, giving us a 99% rate of standards met. There were comments and suggestions made to improve some of the facility, such as paddock fencing on campus and signage at the Annex and CEM. We are awaiting word from the central office on accreditation status.

Admissions and Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

New materials have been created by not yet printed/published.

Marketing Material

Program Assessment

Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

Additional Standards/Outcomes

Identifier	Description
EQGS Media.1	Analyze characteristics of the equine media profession
EQGS-Media 2019.4	Create examples of best practices in print and production in equine media
EQGS-Media 2019.5	Demonstrate effective equine industry communication using innovative media techniques

Alignment to the Institutional Objectives

Please discuss the Program alignment to the Institutional Objectives. Specific evidence is not to be uploaded, but discussion is expected of the assignment, and intentionality of how the objective is met with program curriculum.

WWU 1--Equestrian majors complete a wide variety of industry related competencies that are both practical and theoretical in nature. The extensive proficiency testing sequence for sophomores, and the senior capstone portfolio and accompanying showcase project provide substantive evidence of major field competence.

WWU 2--Equestrian majors and minors work in groups large and small. They work with individuals who have both different backgrounds and different ideas on a daily basis and must rely on teamwork and cooperation to keep everyone safe in the stables. Honesty and ethical decision making are fully integrated into the curriculum of the practicum and applied courses as well as academically investigated and analyzed in our "industry issues" courses.

WWU 3--Individual decision making and an understanding of one's own skills and ability (the ability to self assess) is paramount for an equestrian major. While some may not align this concept with "self-liberation" it is a strong component of the equestrian majors/minors.

WWU 4--Equestrian students are challenged to learn to investigate and explore all facets of the equine industry. Faculty model the life long learner approach as they remain active as a student of the industry themselves. Students are challenged to get critical feedback through challenging internships and summer jobs, clinics, horse shows and other learning opportunities.

Institutional_objectives_2.docx

General Education Alignment to Program

How do the General Education criteria align with Program Objectives? What courses within the program build upon skills learned from general education courses (please list the program course and the general education criteria)?

Critical Analysis: (9 credit hours)

- Critical Thinking (3 credit hours) Students are challenged to consider multiple viewpoints, analyze courses and synthesize information related to the field throughout their program of study.
- Ethical Reasoning (3 credit hours) Equestrian students regularly consider ethical problems both in class and in practical experiences both on and off campus. They examine the role of conflict and competing interests and use a variety of models or theories related to ethical reasoning in solving or approaching moral dilemmas related the equine industry.
- Meaning (3 credit hours) Students are required to analyze texts and identify central themes and interpret underlying meaning using discipline and industry topics in multiple courses.

Students apply logical and analytical reasoning skills to diverse source materials in the interest of discerning and debating aesthetic, thematic, and ethical content.

Creative Expression: (12 credit hours)

- Communication (9 credit hours) Students develop and practice communicating through written and oral formats related to the field.
- Fine & Performing Arts (3 credit hours) Students examine products of human creativity through the observation and analysis of creative works related to the horse.

Students develop the ability to express ideas and concepts, both logically and creatively, through written, oral, reflective, and aesthetic practices utilizing various media forms.

Quantitative Inquiry: (10 credit hours)

- Natural Sciences (7 credit hours) Equestrian students understand the natural world through observation of systems, formation and testing of hypotheses during both practical and theory based equestrian coursework.
- Mathematics (3 credit hours) Equestrian students analyze data and statistics and identify quantitative relationships through the study of industry and discipline specific topics at multiple levels of the program.

Students will develop and practice quantitative problem-solving skills in order to analyze and critically evaluate information in a larger context.

Society & the Individual: (12 credit hours)

- Social Science (3 credit hours) Equestrian students study the behavior of people and employ principles of science to explain their observations through case study and course projects in a variety of equestrian courses.
- Diversity (3 credit hours) Equestrian students are challenged to explore and develop their understanding of traditions and cultures in which horses are used for work, sport and recreation.
- Historical Perspective (6 credit hours) Equestrian students are challenged in many equestrian courses to think historically. This requires them reflect on how the past has shaped the equine industry and all related components.

Students integrate knowledge to articulate an understanding of diverse cultures, historical contexts, and human behaviors.

NSSE Objectives Discussed Spring 2022

Program Alignment to NSSE Objectives

Faculty discussed the most recent NSSE results in spring of 2022 and identified universal objectives for all academic content. Please articulate what the program is doing to further students' knowledge and skills in the following areas: 1C- Explained course material to one or more students; 2E - Tried to better understand someone else's view by imagining how an issues looks from his/her perspective; 4C-Analyzing an idea, experience, or line of reasoning in depth by examining its parts; 4D- Evaluating a point of view, decision, or information source. Please describe the activities used and the impact on student learning.

No specific assignments identified for the media minor related to the NSSE Objectives.

Curriculum Map

A - Assessed
 R - Reinforced
 I - Introduced
 M - Master

EQ Media Minor

	ART 105	COM 110	COM 150	COM 324	EQA 312	EQU 410
EQGS Media.1 Analyze characteristics of the equine media profession	I	I	I	I, A	R	M
EQGS-Media 2019.4 Create examples of best practices in print and production in equine media	I	I	I	R, A	R, A	M
EQGS-Media 2019.5 Demonstrate effective equine industry communication using innovative media techniques	I	I	I	R	R, A	R, A, M

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

This is brand new minor that shares common coursework with an existing concentration in the Equine General Studies major. This is the initial curriculum map.

Assessment Findings

Assessment Findings for the Assessment Measure level for EQ Media Minor

Standard/Outcome				
EQGS Media.1 Analyze characteristics of the equine media profession				
Assessment Measures				
COM 324				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion 85% of students earn 70% or better on selected video assignment - Training Video Final Cut been met yet? Met	100% of students met the benchmark	Training_Video.png	

Standard/Outcome				
EQGS-Media 2019.4 Create examples of best practices in print and production in equine media				
Assessment Measures				
COM 324				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 85% of students earn 70% or better on selected assignment - Barn Promo Final Cut been met yet? Met	88% (8/9) of students met the benchmark.	Barn_Promo.png	
EQA 312				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 85% of students earn 70% or better on selected assignment been met yet? Not met	80% (2/10) of students earned a 70% or better. Two students did not submit their midterm project. These students also attended fewer than 50% of the classes.	EQGSMedia_2019.4_McCallum_1_1_.docx	- : No improvement narrative - student attendance and lack of assignment submission was the issue for this objective.

Standard/Outcome EQGS-Media 2019.5 Demonstrate effective equine industry communication using innovative media techniques				
Assessment Measures				
EQA 312				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 85% of students earn 70% or better on selected assignment been met yet? Not met	80% of students earned a 70% or better. Two students did not submit this project. These students also attended fewer than 50% of the classes.	EQGSMedia_2019.5_McCallum_2_1_.docx	- : No narrative for improvement - attendance and lack of assignment submission was the issue for this objective
EQU 410				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 85% of students earn 70% or better on the capstone project been met yet?	Data not provided		

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program uses coursework and or Student Performance Review for program wide assessment. Note any changes that occurred to the process since the previous year. Discuss what activities were successful and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

The primary course instructors of the identified assessment artifacts did not submit the requested data. As students begin to make their way through the minor, it will be important to generate more buy in from instructors of those courses.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	EQGS-Media 2019.4 Create examples of best practices in print and production in equine media
Legend	A
Course/Event	EQA 312
Assessment Measure	Direct - Class Assignment

Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
		No improvement narrative - student attendance and lack of assignment submission was the issue for this objective.

Standard/Outcome	EQGS-Media 2019.5 Demonstrate effective equine industry communication using innovative media techniques	
Legend	A	
Course/Event	EQA 312	
Assessment Measure	Direct - Class Assignment	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
		No narrative for improvement - attendance and lack of assignment submission was the issue for this objective

Program Activities

Student Performance Review

Describe the department Student Performance Review activities if not already articulated. Please describe the nature of the assessments conducted as well as the process of assessment happening on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

The one day of Student Performance Review is dedicated to Proficiency Testing for the written exam, interviews, and riding tests. Due to no attendance during additional offered sessions last year (one for internships and one for judging team), it was decided to forgo optional sessions for non-testing students and focus the day solely on those testing.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Proficiency_Schedule_Spring_2024_1_.docx

Senior Showcase/Symposium

Describe program activities used to highlight Senior achievement. What benefit does the program gain from the activities? What if any assessment of students happens during this event?

Equestrian seniors presented in the poster session during the showcase day.

Tools used for Assessment

Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes (selected)

No

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

MO State 4-H Hippology Contest, FFA Northeast District Horse Judging Contest, MO 4-H State Horse Judging Contest, Callaway County 4-H CEM tour and talk

Co-Curricular and LEAD Events

Describe Co-Curricular and LEAD events sponsored by program faculty. This includes LEAD and other events meant to engage students and foster learning outside of the classroom.

September 4 Wild Hearts Can't Be Broken Movie Night (Lampe)

September 7 Horse Movement (Lampe)

September 9 Trip to High Spirits Saddlebred Training Barn (Lampe)

September 18 Kentucky Equine Management Internship Talk (Ward/Cardea)

September 21 History of the Horse Program at WWU (Ward)

September 23 Tim Austin Clinic (Brown)

September 30 Western Club Fall Fun Show (Haben)
October 6 Linda Parkhurst Q & A "Borrowed Horsemanship" (Lampe)
October 7 EQS Industry Panel Discussion (Cardea)
October 21 EQS Showcase Performance (Cardea)
October 23 Haunted Tack Rooms (Petterson)
October 28-29 Completely Relaxed Dressage Schooling Show (McCallum)
November 2 Shawn Thomas Clinic (Brown)
November 29 "Movement in Bronze" Harry Weber Talk (Lampe)
December 4 All The Queens Horses Movie Night (Haben)
December 6 "The Horse With The Flying Tail" Movie Night (Lampe)
January 18 "National Velvet" Movie Night (Lampe)
January 24 Arabian, Morgan & Saddlebred Videos (Lampe)
January 26 Smith Lilly Talk (Lampe)
January 30 "All the Queen's Horses" Movie Night (Lampe)
January 31 "Buck" a documentary movie (Lampe)
February 2 Allison Deardorff: Horse Trainer Discussion and Q & A (Track)
February 9-10 Ifa FIT "The Equestrian Fitness Academy" (Brown)
February 12 Summer Employment--The Summer Camp Experience (Petterson)
February 24 Spring Jumper Classic Horse Show (Brown)
March 20 Sarah Booker "R" Judge Talk (Brown)
March 24 Saddle Seat Club Fun Horse Show (Track)
March 26 Paddock Club Barn Olympics (Petterson)
March 30 Completely Relaxed Dressage Schooling Show (McCallum)
April 13 Western Club Spring Show (Haben)
April 16 Saddle Seat Senior Equestrian Majors Poster Session (Petterson)
April 17 Learn How to Rope a Steer! (Haben)

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishment a student achieved outside of course work or the normal expectation of student success.

Color Breed Congress. Tulsa, OK:

Dylan Hassett '26- Unanimous Champion Equitation WT Solid

Abby Burkhalter '26- Champion Youth Ranch Pleasure WT

Hannah White '26- Reserve Champion under 2 individual judges in Youth Ranch Reining Solid

Olivia Veragen '24- Champion Open Solid Mares

Shay Leake '24- Champion AM Palomino Showmanship

American Royal, Kansas City, MO:

Grant Hooper '24 Champion and Grand Champion MO/KS/IOWA 5-Gaited Amateur

Faith Sorum '24 Champion and Grand Champion MO/KS/IOWA 5-Gaited Pleasure

Alumni Accomplishments

Please highlight special examples of any successes of recently graduated alumni (acceptance or graduation graduate school, employment or professional milestones).

Alexia Bennett '23, Alanna Bielwaski '23, Grace Barnett '24, and Sydney Brueneman '24 were all accepted into the MEd of Equestrian Education program at WWU.

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty member that is research or professional in nature.

Assistant Professor Bailey McCallum earned a Master Instructor status with the Certified Horsemanship Association and was recommended as an Assistant Certifier (these are the highest levels of certification in the organization).

Assistant Professor Kamerra Brown was recognized at the Missouri Horse Show Association's Horse Person of the Year. She was also a Black Boots Award Winner and Judge for 23-24.

Associate Professor Sarah Track was named a Coach for the United States Equestrian Federation 2024 International Saddle Seat World Cup, to be held in South Africa.

Associate Professor Erin Cardea earned her doctorate in Educational Leadership in Higher Education.











Professor Laura Ward was promoted to Full Professor.

Assessment Rubric


Clear	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:				
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:				
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:	the program used the old University objectives and not the new ones aligned to the current mission.			
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criterion and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:	the program used the old General education objectives and not the new ones aligned to the current mission.			
NSSE Objectives weight: 1.000	✓ The program provided a detailed listing of activities and assessments used within the program that focused on the identified NSSE objectives. The activities and assessments were divided out within the curriculum and impacted different cohort groups.	✓ The program provided a basic explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ The program provided minimal explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ N/A
Comment:	the program did not identify any assignments or activities that would align to the faculty selected NSSE objectives of value.			
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for the decision..	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:				
Assessment Map weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:	Objective 1 is only assessed one time through the curriculum			


Data Driven Decision-making is explained weight: 1.000	✔ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.	✔ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.	✔ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✔ N/A
Comment:				
Documentation provided on assessment findings weight: 1.000	✔ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✔ The program uploads all rubric and support information to support the claims in assessment findings.	✔ The program did not upload the data to support assessment claims in the assessment findings.	✔ N/A
Comment:				
Analysis of Assessment weight: 1.000	✔ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✔ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✔ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✔ N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	✔ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✔ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✔ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✔ N/A
Comment:				
Student Performance Review weight: 1.000	✔ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✔ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✔ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✔ N/A
Comment:				
Senior Showcase weight: 1.000	✔ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✔ The program described the Senior showcase activities and provided some evidence of what was presented.	✔ Little to no content of Senior showcase was provided.	✔ N/A
Comment:				
Co Curricular and LEAD activities weight: 1.000	✔ The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.	✔ The program provided a listing of LEAD events and activities provided.	✔ The program provided little to no description of the Co-curricular activities provided throughout the year.	✔ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✔ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✔ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✔ The program provided little to no data on students, alumni, faculty accomplishments.	✔ N/A
Comment:				


Appendix: Supporting Documentation


Project: Barn Promo Final Cut 
 90 / 100, A-
 85 / 100, B
 95 / 100, A
 80 / 100, B-
 90 / 100, A-
 80 / 100, B-
 98 / 100, A
 50 / 100, F
 88 / 100, B+


Project: Training Video - Final Cut 


 135 / 150, A-


 140 / 150, A-


 120 / 150, B-

 135 / 150, A-

 135 / 150, A-

 135 / 150, A-

 145 / 150, A

 140 / 150, A-

 142 / 150, A-

EQA 312 Website/Social Media Project

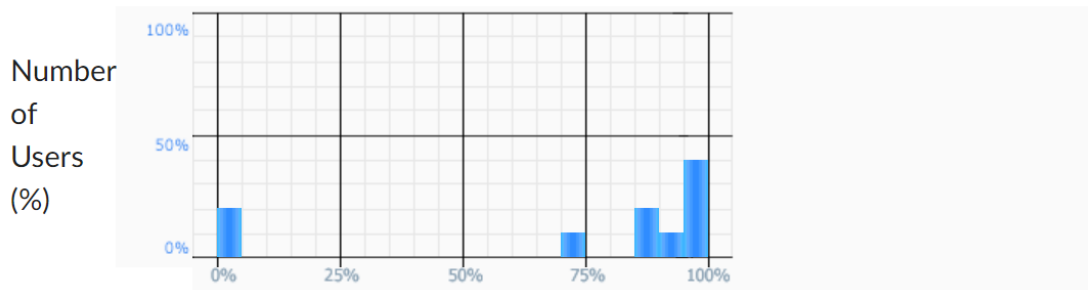
EQGS-Media 2019.4 Create examples of best practices in print and production in equine media	EQA 312	Selected assignment	85% of students earn 70% or better	Bailey
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Website/Social Media Assignment Class Statistics

Number of submitted grades: 10 / 10



Grade Distribution



80% of students earned a 70% or better.

Narrative: Two students did not submit their midterm project. These students also attended less than 50% of the classes.

Written Exam: Paul Schiltz

9:00 am. EOS 100

Abbey Burkhalter

Abigail Stevens

Amanda Rizzi

Ava Clark

Avery O'Meara

Corynn (Sage) Argent

Dakota Berkmyre

Dylan Hassett

Grace Clark

Grace Neimeyer

Gracie Walgren

Hannah Ullery

Jadyn Vignery

Justin Rector

Katlyn Leahy

Kennie Streit

Lexi Guimond

Lydia Vance

Megan Corrigan

Sarah (KayDee) Brisendine

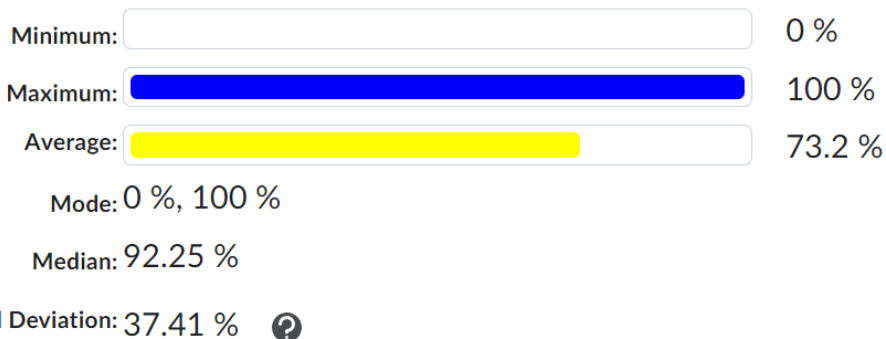
Shay Leake

EQA 312 Keynote Speaker Presentation

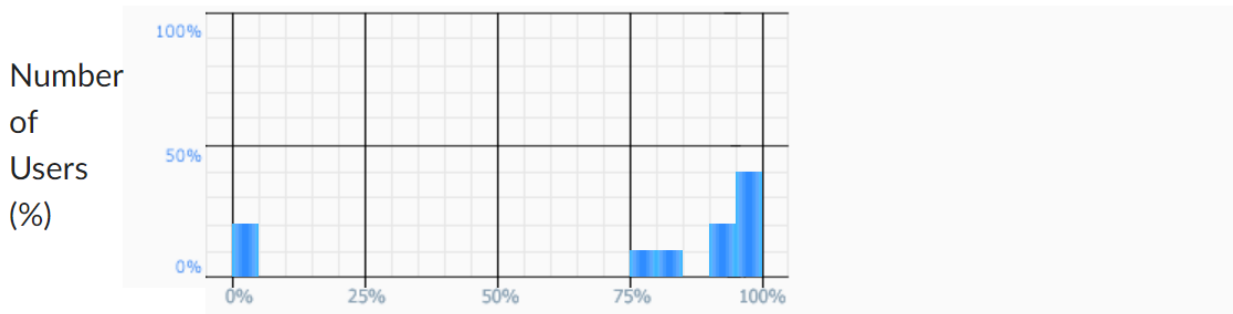
EQGS-Media 2019.5 Demonstrate effective equine industry communication using innovative media techniques	EQA 312- Keynote Speaker Presentation	Selected assignment	85% of students earn 70% or better	Bailey
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Keynote Speaker Presentation Final Class Statistics

Number of submitted grades: 10 / 10



Grade Distribution



80% of students earned a 70% or better

Narrative: Two students did not submit this project. These students also attended less than 50% of the classes.